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ABSTRACT

Presented is a curriculum guide for elementary and secondary level trainable mentally retarded students. Objectives and illustrative behaviors are provided for the following aspects of personal development: self-awareness and self-concept, self-help independence, physical development (including body image and motor skills), music, and art. Among the skills discussed in a section on growing within the environment are learning to participate in a variety of situations (including work, play, and leisure); developing appropriate behaviors in the home, school, and community; strengthening communication skills; developing time, space, measurement, and money concepts; learning homemaking skills; and developing vocational abilities. Provided in two appendixes are a discussion of legal provisions concerning curriculum development for the trainable retarded and a list of suggested furniture and equipment. (CL)

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A COURSE OF STUDY FOR THE

TRAINABLE MENTALLY RETARDED

A Guide to Curriculum Development in Elementary and Secondary Schools

Prepared by the

CALIFORNIA AREA VI
INTER-COUNTY COMMITTEE:

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June, 1967

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The committee also wishes to express its appreciation to the administrators of Area VI, who made possible the organization of the Inter-County Committee and who have shown in many ways their interest in this joint project:

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It is the hope of the Area VI Inter-County Committee that this present publication will serve the purpose for which it was intended -- that of a useful bridge between the State Guidelines and the curriculum materials produced locally in counties and in individual school districts.

INTRODUCTION

Concern for the healthy development of all human beings has been expressed in legislation providing financial support for those children and adolescents whose impairments in learning cause them to be identified as the Trainable Mentally Retarded. Their need for learning socially acceptable behaviors and attitudes which will enable them to be part of family and community life has been increasingly recognized.

The conditions associated with severe impairments in learning are varied and complex. Many are not remediable, and their effects upon the development of some individuals will necessitate lifelong supervision and care. These children, however, can be taught the skills of self-care and the attitudes toward others that will permit them to live happily within the family and be partially self-supporting.

Responsibility for the Trainable Mentally Retarded is shared by the family, the school, and the community. Parents of these children face overwhelming emotional problems in attempting to understand and help them. Placement out of the home, in institutions and residence schools, is not only expensive but often fails to develop the potential which some TMR children have.

Teachers and parents work closely together to reinforce one another's efforts and to insure consistency in their expectations. Constant interaction and communication need to occur so that all persons concerned for the welfare of the child in the home, the school, and the community have common understandings and procedures. Counseling service and parent education on a continuing basis rather than as a means of orientation should be available. Parents need to visit the classroom frequently, observing and sharing in the experiences that foster the growth of TMR children.

Programs for the Trainable Mentally Retarded should be centered in the neighborhood with which the family is identified. Since the ultimate goal is integration into family and community life, the special class relates wherever possible to the total school program. TMR children gain from interaction with others and, in turn, have much of value to contribute to others.

An educational program for the Trainable Mentally Retarded has special need for weaving together diverse elements of the curriculum in ways that promote individual progress. Pupils with physical disabilities as well as mental handicaps benefit by a completely flexible course of study which bypasses limitations and allows growth to occur in areas where growth is possible. Thus, there is a creative dimension in which the classroom teacher operates, selecting and adapting content, integrating materials and ideas in ways that help children with damaged perception to move toward the major goal of functioning as independently as possible.

A Course of Study for the Trainable Mentally Retarded has been planned within the guidelines afforded by recent state publications[1] and is designed to serve personnel of local districts within the nine counties as they create their own curriculum materials for classroom use.

The committee has worked within the following sequential framework defined by law and by the State Department of Education:

1. *General Guidelines for Development of Courses of Study and Curriculum* has been written by the Department of Education, approved by the State Board of Education during February, 1967, and issued to administrators of public school programs in California. These Guidelines include a statement of philosophy and goals, suggestions for an administrative structure, and a framework for content.

2. *A Course of Study*, including functions and goals, areas of study, and scope and sequence of the program, is to be developed and adopted by counties and by local Boards of Education by September, 1967. It is to meet this requirement that the present publication is being issued.

3. *Teachers' Curriculum Guides*, covering scope and sequence, suggested activities, developmental steps, and suggested instructional materials, are to be developed during 1967-68 by state, county, district, and other concerned local agencies.

4. *Lesson Plans*, including detailed plans for sequence, activities, instructional materials, and evaluation methods, are to be developed by teachers and supervisors during 1968-69 -- and thereafter.

It is important that all who use this document recognize that its function is to serve step 2 in this sequential framework and that all aspects of a program for the Trainable Mentally Retarded in California can be evaluated only when all the steps listed above have been completed.

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[1]California State Department of Education, *Developing a Course of Study and Curriculum for Mentally Retarded Minors in California Public Schools* (Sacramento: The Department, February, 1967).

California State Department of Education, *Programs for the Trainable Mentally Retarded in California Public Schools* (Sacramento: The Department, 1966).

I. DEVELOPING AS AN INDIVIDUAL

A. Strengthening Self-Awareness and Positive Self-Concepts

Trainable mentally retarded pupils have the same need that all children have for developing a suitable self-awareness and positive self-concepts. But characteristically, both in our society and in our schools, high value and reward are given to human effort in terms of products and outcomes. Those who measure up get positive feedback to reinforce their feelings of worth and adequacy. Those who cannot, far too frequently receive negative responses that commonly lead to meager self-concepts, even to a denial of self.

It is difficult enough for a TMR child to live and behave appropriately in a family where everyone can do more than he; but if his family surrounds him with the kind of love that says he is an adequate person, prized for his very being, the problem of not being able to do many things that others do is less likely to result in a devaluation of self.

Self-awareness begins very early in life and is particularly dependent upon the emotional reactions that the young child senses others have toward him. The mentally retarded child's need for the gratifications that come from knowing one's efforts are appreciated is as crucial as it is for any other person. He is as sensitive to hurt and as responsive to disappointment as any other child.

Each individual's self-image is formed by many experiences with the significant people in his environment. If the demands and assumptions of these people are in harmony with those of the culture and are within the capacity of the individual to achieve with reasonable efforts, and if the rewards given are satisfactory, the child may be expected to live a relatively stable and contented life.

Opportunities for TMR children to develop appropriate self-awareness and positive self-concepts should be carefully planned in the school curriculum. Many activities should be provided for the child to grow in understanding of --

His physical self as he undergoes successive stages of growth.

His membership in a family and his role in the family unit.

His membership in other groups: school, recreation, church, sheltered workshop, etc.

His ability to do things for others as well as for himself.

His behaviors as appropriate to his sex in various social settings.

His limitations: how to accept them; how to cope with others who react negatively toward him.

Objectives	Illustrative Behaviors
To possess a sense of identity	Recognizes praise of good conduct, good effort, good appearance; sees self as a neat person attractively dressed
	Undertakes simple tasks that can have successful outcomes, such as picking up trash, cleaning table, sweeping floor, watering plants
	Notes records of his growth and takes pleasure in them
	Hears own voice on a recording; recognizes own picture in a group photograph; identifies self from description; draws picture of self
	Indicates awareness of being a boy or a girl; enjoys knowing and conforming to the behaviors appropriate to his group
	Responds in many situations to own name; finds his name card; prints or writes his name or initials; says his name
	Learns over period of time to state address and phone number; knows what to do when lost
	Learns to give parents' names, to name brothers and sisters; identifies self with family
	Knows name of school, name of teacher, number of room, names of teammates; identifies self with group
To recognize and accept special needs and limitations	Recognizes his need for help; accepts help from others when offered; asks for help from others
	Recognizes the needs of others and gives help when possible; recognizes when others can manage on their own
	Identifies what he can do by himself

B. Achieving Greater Independence Through Self-Help

Each child, treated and respected as a unique individual, grows in awareness of himself as a distinct human being. The special training program in the classroom and other related experiences should lead to maximum development of the child as a person conscious of his worth and importance. The self-help program is the school's greatest contribution to the acquisition of independence, no matter how limited its ultimate degree.

Every step which can be taken in the direction of less dependence on others becomes a vital one in the development of a distinct person. Many curricular boundaries may be crossed in the process. Independence may begin with the first word or with the first meaningful gesture. Each increment of knowing or doing should be prized as well as praised, for the ultimate worth of the training program may lie in the accumulation of an infinite number of these.

Often, too, the area of self-help is one in which parents profit most by assistance from the school. Many are overprotective of their children because they lack understanding of what the actual potential may be. Both parents and children are greatly benefited by the type of close cooperation that brings family members to school to observe classroom procedures and that offers individual counseling to the family.

Objectives	Illustrative Behaviors
To develop skill in personal care	Dresses and undresses with minimum of assistance; cares for clothing; chooses suitable clothing in terms of weather and activity
	Cares for own toileting in acceptable manner; establishes and maintains procedures of cleanliness and sanitation
	Cares for general appearance with minimum of help
	Establishes and maintains health practices with relation to exercise, sleep, rest; food selection; care of teeth, eyes, ears
	Establishes and maintains simple first-aid procedures
To develop suitable practices related to eating	Uses acceptable eating patterns and social procedures; participates in cleanup activities after a meal
To understand simple concepts of personal growth and development	Uses appropriate behaviors as a boy or as a girl in social situations; responds positively to counseling on physical changes due to puberty and adolescence

C. Understanding and Controlling the Physical Self

Trainable mentally retarded pupils vary greatly as individuals in their perceptual and motor abilities. Each pupil needs opportunities to engage in experiences involving both fine and gross motor movements and many physical activities to stimulate and strengthen optimum dexterity and body usage. Since a major goal of the program is to enable the individual to move as happily and independently in his environment as possible, it becomes important for him to adjust his motor functions to his surroundings.

If motor skills are to improve, his perceptual understanding must grow, also, since many researchers agree that perception and motion are so closely related that they may be considered inseparable. Thus, the TMR pupil must be made aware of himself and his body as a unit moving in surroundings which he can learn to deal with adequately and enjoy. Growth comes as he discovers the locations and characteristics of objects, his personal ways of coping successfully with these, and the necessary timing involved.

True coordination and perception result from the balanced effort of many parts of the body; it results not only from response to stimuli but from the inner motivations of the individual himself. As the TMR pupil finds motor activities interesting and rewarding, he moves more readily toward improvement in sensory-motor skills, he finds constructive outlets for emotional tensions, and he develops skills that carry over into social and recreational activities.

Many of the experiences designed to develop eye, hand, and muscle coordination will also initiate prevocational motor skills and will enable the pupil to perform useful, ego-building tasks in the classroom and at home. The freedom gained through such small accruals as the ability to turn a doorknob or to walk unaided up and down steps has tremendous value for TMRs, and they will put forth almost incredible effort to achieve these skills which have so much meaning to them.

Objectives	Illustrative Behaviors
To develop an adequate body image	Identifies chief external parts of body; is able to use their names
	Develops locational awareness so that directional movements are possible; responds to directional words: *up, down; forward, backward*
	Develops and increases control of body parts through crawling, walking at different rates of speed, going up and down steps, balancing, running, jumping, hopping

Objectives	Illustrative Behaviors
To develop an adequate body image--continued	Improves coordination through marching to a rhythm, skipping to music; rolling, catching, throwing, bouncing a ball; throwing to a set point; kicking a ball; pedaling a tricycle Improves hand-eye coordination through such activities as putting pegs in pegboard, stringing beads, arranging puzzles, using scissors and paste, printing letters on a line, manipulating successfully various put-together toys
To utilize motor skills	Participates in such recreational activities as swimming, bowling, camping, dancing, interpreting rhythms, following a leader in a game Carries on such crafts activities as weaving, braiding, making simple objects Applies skills to such work experiences as sorting objects; washing cars or windows; dusting, ironing, mopping, vacuuming; gardening; caring for animals

D. Using Music to Enhance Personal Development

Music, as it reinforces and enriches learning in physical education, numbers, communication, and art, is an integral part of the program for the TMR child. While music permeates the total program, planning should also include a regularly scheduled daily music period. Always the goals are self-expression and enjoyment. A friendly, warm, accepting atmosphere in the classroom frees the child to participate in listening, singing, playing rhythm instruments, and moving to rhythms.

Success is assured for each pupil, regardless of his capacity for learning or his disabilities. Each can express to some degree his feelings, his ideas, through responses to music. What happens to the child as he participates in musical activity, rather than the quality of the performance, is the true concern of the teacher.

Singing should be spontaneous and free. This will happen when the teacher enjoys singing and sings with the children just because it is fun. The autoharp, piano, or a recording may be used as an accompaniment. Visual aids, such as pictures and real objects, used to introduce a song or recording, increase the child's understanding and help to motivate him.

Listening is basic to all music experiences. A child must listen as he sings, as he plays a rhythm instrument, as he moves to rhythms. Active listening can be developed for the nonverbal child through the encouragement of nonverbal responses. Feedback may take the form of responding bodily to an action song, or to rhythms, or of illustrating with art media. Listening to music may come at any time: as children enter the classroom after recesses, between work periods, or at the close of the day. However, training for active listening should be included in the daily schedule so that the child may have many opportunities to respond to this kind of experience.

Playing rhythm instruments is a natural way for the TMR child to express himself. He may play an instrument to accompany children's singing or to accompany rhythmic body movements. Good listening habits are developed when instruments are used as accompaniments to songs and recordings.

Rhythms include a great variety of body movements: fundamental locomotor movements, such as walking, hopping, jumping; nonlocomotor or axial movements, such as bending, kneeling, stretching; free movements to musical rhythm patterns, or dramatization of a story.

Participation in rhythms helps the child by --

- Releasing tensions and emotions, channeling them into desirable and appropriate activities.
- Providing opportunities for improving motor coordination, for developing both large and small muscles.
- Helping him to adapt to his physical and social environment, to move with other children, to lead and follow.

Objectives	Illustrative Behaviors
To find personal enjoyment and growth in singing	Sings songs about self to strengthen identity; action songs to explore appropriate movements: imitative songs that identify sounds in the environment; songs to extend knowledge of holidays, national events; school songs to strengthen sense of participation
To gain in growth and enjoyment through listening	Differentiates sounds in the environment; identifies high and low pitch, soft and loud tones, slow and fast rhythms Listens to recordings which he enjoys; in some cases, does independent listening in a music center
To express the self through using rhythm instruments	Develops the ability to play rhythm instruments; uses them as accompaniments for songs, recordings, body movements; in some cases experiments with instruments in a music center Responds to music with locomotor movements; with nonmotor or axial movements; with singing games; with folk dancing, square dancing, social dancing

E. Using Art to Enhance Personal Development

Art is a part of everyday living for the TMR child, as it is for all children. Art contributes to the objectives for the total program by providing opportunities to help the child grow emotionally, physically, and socially; by serving as a medium to develop sensory training and economic usefulness.

Art provides a means for the TMR child to express what he sees, does, feels, thinks, and talks about each day. The child who is unable to verbalize, or who verbalizes poorly, finds other ways to express himself. He experiences feelings of accomplishment, satisfaction, and pleasure. He begins to know that he is a worthwhile person.

Improvement in manipulation occurs as the child progresses from large muscle activities to the use of media which require the use of small muscles. As he finger paints, he progresses from flat hand movements to the use of fingertips. He learns to use both hands as he kneads, pounds, and beats clay; as he holds the paper with one hand and uses the scissors with the other hand.

Sensory training is developed through each medium. The child learns that he can put his ideas into his muscles when he plays with sand, mud, water, clay, and finger paint; as he scribbles with crayon on paper or with chalk. Visual discrimination improves when he experiments with color, creates designs, makes representations of objects, people, stories, and experiences.

The child's first attempt in art expression is disordered scribbling with no control over motor activity. His enjoyment is kinesthetic sensation. Ample time should be given for him to gain control of his movements. At first, movements will be longitudinal in a push-away, turn, pull-back manner. Later, he develops circular motion. The TMR child should be helped to make counterclockwise movements, since these movements are essential in writing his name and important work words.

As the TMR grows in skill and confidence in scribbling, he should be encouraged to name his drawing. The drawing may show no relationship to what he thinks he has drawn, but the teacher accepts his product and his naming of it with praise and understanding. All artistic effort should be rewarded with recognition. Scribblings and paintings should be trimmed, mounted, and displayed. The teacher records the name and age of the child on the back and attaches remarks made by the child during the activity, in order to observe progress.

Experiences within the capabilities of the child are provided. Enthusiasm encourages each to explore, experiment, and find enjoyment in artistic expression.

Objectives	Illustrative Behaviors
To obtain personal development through art	Establishes coordination between visual and motor activity by scribbling, gradually achieving control over movements Experiences tactile and kinesthetic sensations with clay by shaping simple forms Paints a familiar person, perhaps himself; experiments with use of more than one color; indicates developing awareness of persons and things by the pictures he makes and the names he gives them Develops skill and enjoyment in the extended use of varied art media, including some three-dimensional media

II. GROWING WITHIN THE ENVIRONMENT

A. Learning to Participate in a Variety of Situations

Major emphasis in the education of the TMR is given to the development of the attitudes, knowledges, and skills that enable him to achieve some degree of social responsibility. Considerable stress should be placed on learning good manners and courteous behavior. The TMR pupil is capable of achieving the social skills which will help him to participate as an acceptable person.

Each must be helped to relate acceptably to his peers and to adults in the home, the school, and the neighborhood. Experiences are provided which will foster a growing awareness of the needs and rights of others. Each is helped to move from the initial stages of isolated work and play to work and play involving groups. Active group participation through which he learns to relate to people is a desirable goal for each TMR.

Objectives	Illustrative Behaviors
To cooperate in work and play	Indicates that he knows there is a time for work and a time for play by assembling and by putting away materials, returning objects to their proper places
	Responds appropriately to directions; completes realistic tasks before beginning new activity
	Obeys rules for flow of traffic in hallways, for use of equipment in the classroom and on the playground, for conduct in the cafeteria, for riding on the bus
	Works in small groups at making a cooperatively developed project, such as a mural; exhibits awareness of the need of others for space, materials, attention
	Uses proper names for the teacher, a friend, a partner
	Reacts suitably to open-end stories of social situations
	Demonstrates courtesies, such as waiting turns, listening when someone else is speaking; makes appropriate use of such expressions as, "Thank you," "Please," "Excuse me," "Pardon me."

Objectives	Illustrative Behaviors
To cooperate in work and play--continued	Develops self-control in group situations so that he does not impede or interrupt others; does not use belligerant behaviors, such as hitting, pushing, kicking; does not indulge in temper tantrums, inappropriate laughter, undue displays of affection Strengthens interpersonal relations by assisting younger or less able pupils in the school setting; by taking part in games and group activities with enjoyment; by responding in a friendly manner to the friendliness of others Reviews and attempts to understand game rules; abides by rules; makes choices and abides by outcomes; experiences team loyalties Distinguishes between own property and the property of others; respects rights and property of others; exercises care in the handling of all property; makes restitution when property is damaged through carelessness or anger
To develop initiative for independent activities	Chooses own activity; finds own materials; does routine chores without being asked Exhibits pride in environment by assuming responsibilities for a tidy, orderly classroom; for constructive orderly behavior Finds satisfaction in his portion of a group activity as, for example, in his part of a garden which he makes and maintains over a long period of time

B. Developing Suitable Behaviors in the Home, the School, and the Community

Numerous understandings that are essential for all persons participating in community life are vital also for the TMR pupil. He needs to know how to secure certain emergency services; he needs to know how the policeman, the doctor, and the nurse serve him and his family.

The recreational activities of the community can have important contributions for the mentally retarded child. The school should introduce him to the facilities most profitable for him and help him to become a happy and cooperative participant.

Experiences designed to develop knowledge and understanding of safe behavior in the school, home, and community are essential for the TMR. He must be able to recognize potentially dangerous things and situations and know how to avoid them. He must develop habits of safety in moving about, and in knowing and observing traffic rules and regulations. The trainable mentally retarded youngster requires repetitive activities that will prepare him for life situations where safety precautions are a necessity.

Objectives	Illustrative Behaviors
To develop recreational skills leading to personal enjoyment	Makes personal choices about what experiences are pleasurable; makes necessary adjustments to overcome individual problems in participating in group and individual recreation
	Swims under adequate supervision, practicing pool safety procedures; obeys health and sanitation regulations
	Goes camping and hiking under adequate supervision; follows safety rules concerning remaining with the group
	Plays simple versions of kickball, softball, baseball, basketball, bowling
	Participates in dancing for the improvement of coordination and the social experiences involved
	Selects a favorite process in arts and crafts to develop as a personal activity or hobby
	Watches and listens to TV, movies, sports events, music, performing individuals or groups

Objectives	Illustrative Behaviors
To develop recreational skills leading to personal enjoyment--continued	Respects the rights of other spectators; responds suitably to the performance; relates something that occurred
	In some instances, rides a bicycle, observing safety rules to protect self and others
	Visits local recreational facilities with his family or others
To know that people help one another in the family, school, neighborhood, community	Knows basic emergency services and how to secure them
	Knows who gives help when one is ill or needs first aid: the nurse, the doctor, one's mother, one's teacher, other adults and responsible youth
	Knows roles of family members, including his own role as part of his family
	Recognizes what he might do as a helper in the community
	Gains a sense of participation in school and community through singing patriotic songs, school songs; marches to patriotic music; salutes the flag; learns some school yells; joins in festivities celebrating selected holidays
To protect one's self and others *at school* from common dangers by developing suitable safety practices	Practices safe opening of doors; uses handrails on stairways; moves at the pace of the traffic stream in hallways; obeys other safety rules as required by the local school situation
	Practices playground safety by acting in conformity with rules indicating where running may occur, balls may be thrown; uses equipment properly; rides a tricycle without bumping into others
	Practices classroom safety by wiping up spilled liquids, picking up any objects on the floor, closing drawers and doors, putting tools in the right places

Objectives	Illustrative Behaviors
To protect one's self and others *at school* from common dangers by developing suitable safety practices--continued	Participates in school emergency drills; displays recognition of the fact that each is responsible for his own safety and for the safety of others
	Uses safely simple tools, such as a hammer, screwdriver, and scissors; shows care when using tools with sharp points or edges
To practice safety *in the community*	Learns to be a safe pedestrian by using crosswalks, responding to traffic signs and signals, recognizing and using the help of the crossing guard, observing the flow of traffic and crossing only when the way is safe
	Practices suitable caution and safety in responding to strangers
	Observes common safety rules for riding in public and private vehicles
To practice safety *in the home*	Recognizes the word POISON as a configuration; avoids dangerous and poisonous substances; recognizes medicine by label and appearance; knows self-dosage is dangerous
	Recognizes and obeys the safety rules for the use of power appliances likely to be available in pupils' homes, such as washing machine, TV, hair dryer, portable heater
	Practices safety rules for cooking, ironing, carrying hot things, pouring warm liquids
	Practices the rules of fire prevention in careful handling of matches, keeping away from fireplaces and campfires
	Prevents falling accidents by putting away toys; avoids the hazards of climbing to high places
	Knows how to deal with animals and pets enjoyably; recognizes the difference between his own pets and strange pets; between tame and wild animals
	Learns to seek help when he is hurt, rather than to attempt self-treatment

C. Strengthening the Ability to Communicate

Communication skills provide one of the major avenues for the trainable mentally retarded to develop self-awareness, social acceptability, and ways of living as abundantly as possible within their environment.

Language is an essential tool for carrying on interpersonal communication. The young TMR child communicates his wants and needs through many physical gestures which may be accompanied by sounds. As he acquires oral language, his opportunities for widening his experiences enhance his total development. Oral language can bring about a greater satisfaction in his social experiences and increase his efficiency in dealing with things and people in his environment.

The total curriculum should emphasize the development of speech and language as a primary goal. This goal should permeate every school activity that touches the day-to-day life of the pupil. Ways of stimulating him to hear language and sound, to use language and develop language concepts, should be planned in every experience.

The entire atmosphere of the school should encourage the pupil to hear and use language. The climate needs to be friendly, accepting, and understanding. *All* school personnel should take part in the language development program for the trainable mentally retarded.

Objectives	Illustrative Behaviors
To develop the capacity to observe	Responds in listening situations by watching the face of the person who is speaking, by turning toward the source of sound, by stopping unrelated activities, by using musical rhythms as a basis for body movement
	Matches shapes, colors, sizes; identifies the same thing in a different environment; sees a new thing not present before
	Takes things apart and puts them together; identifies by touching such details as smoothness, softness, roundness, coolness
	Identifies food in the cafeteria by its aroma; chooses food by taste; asks for salt or some other condiment; indicates preferences of taste or smell; recognizes scents of grass and flowers on a walk

Objectives	Illustrative Behaviors
To develop the capacity to observe--continued	Focuses the several senses upon perceptual tasks: identifying objects; recognizing locations and directions; arranging things into groups according to likenesses; choosing the right tool for a job; acting on an alternative, such as which juice to drink at snack time
To obtain enjoyment and meaning from listening	Responds to everyday sounds in the environment: bells, horn of the school bus, one's own name; identifies sounds that are alike and sounds that are different
	Enjoys musical rhythms; accompanies music with a rhythm instrument; enjoys games that have clapping patterns: loud and soft; slow and fast
	Listens to the telling or reading of stories and simple poems
To communicate needs and ideas by speaking	Communicates through gesture, body contact, nonverbal sounds; imitates the speech of others, even if only by partial words
	Uses names for as many things in the environment as possible; develops ideas and words to a greater degree by reporting a happening; tells a story or dictates material for an experience chart; contributes to sharing time
	Uses language in social and work activities; is able to use the telephone
To recognize and use printed or written symbols	Recognizes cautionary words, such as STOP, DANGER, POISON; recognizes his name, signs on restrooms, traffic signs; knows numerals on the door of a room, on a clock face, in a brief street address
	Recognizes necessary labels for a job activity; knows a short sequence of the alphabet as, for example, A, B, C, D, when used as a sorting device
	Recognizes some common food labels necessary to simple food preparation, such as the word *soup*, *milk*, *eggs*, etc.
	Prints name, address, and other personal data

D. Developing Time, Space, Measurement, and Money Concepts

Though the TMR pupil may use few symbols beyond the basic numerals, some of the fundamental concepts related to time, space, measurement, and money are essential to him.

The awareness of time and the ability to be on time are of great importance in our culture. The TMR pupil who is reliable about being on time and using time constructively has mastered one vital element for successful, productive living.

If he is to move freely in his environment, the mentally retarded youngster must have locational and directional awareness. He must perceive things and people around him with sufficient accuracy so that he does not collide with them. It is this kind of awareness that enables him to go about his neighborhood independently, that permits him to participate in activities on a playground.

Perceptions of space, size, distance, and speed serve not only as elements of numerous vocational activities but are part of the enjoyment of sports and games. They contribute to self-help skills and are basic to dancing and crafts experiences. The TMR youngster who can judge the speed of moving vehicles well enough to avoid being struck by them can live far more safely and happily than the person who must always be accompanied.

The individual who can count, handle small change independently, pay for a simple purchase, dial a phone number successfully, and use numbers with meaning in similar uncomplicated situations has numerous doorways open to him.

Thus, the TMR pupil has need of a highly flexible program that will develop, through concrete experiences and the handling of illustrative objects, as many basic concepts and skills as possible.

Objectives	Illustrative Behaviors
To learn locational and directional skills	Responds accurately to *far, near; this way, that way; low, high; up, down; top, bottom* Goes on errands that involve directional understanding in order to carry them out
To develop an awareness of time	Identifies gross measures of time: time for breakfast, lunch, dinner, in sequence; time for the bus; time to get up, bedtime; daytime, nighttime Uses a "Study Clock" to learn time intervals: hour, half hour, quarter hour

Objectives	Illustrative Behaviors
To develop an awareness of time--continued	Uses a calendar; recognizes days, weeks, months; indicates awareness of past, present, future by using calendar to identify important days: holidays, birthdays
	Uses clocks and calendars to indicate when something will happen; to show when something did happen; uses the calendar and the clock face to recognize numerals and to count
	Learns to arrive on time
To develop perceptions of shape, size, measurement	Recognizes *thick, thin; long, short; big, little,* etc.
	Measures with reasonable accuracy liquids and solids, as for a simple cooking recipe; measures materials in a workshop experience
	Recognizes shapes: *round* as an orange, a *circle* on the playground, a *square* table, a *straight* line
To use and know the value of small coins	Identifies coins by name and by their cents value; pays for milk at snack time, for lunch in the cafeteria; makes change in play activities of shopping in a store or eating in a restaurant
To use and obtain meaning from numbers as individual abilities permit	Knows own telephone number; dials own number; writes numerals, as in address or phone number
	Counts a group of objects
	Understands the meaning of one half

E. Developing Homemaking Abilities

Many experiences in the field of homemaking help the TMR pupil to acquire skills that strengthen his role within his family, reinforce his achieving of independence through self-help, and reveal possible vocational capabilities. Performing useful household tasks not only contributes to feelings of worth and accomplishment but also serves to increase responsible social behavior.

Basic to the philosophy underlying the teaching of homemaking is the opportunity to become an integral part of home and community life by learning to accept and to be proud of responsibility.

Objectives	Illustrative Behaviors
To develop warmth in family relationships	Extends to home situations the use of social amenities and courtesies developed in *self-care* and in *relating to others*
	Cares for younger members of the family
	Cares for family pets
	Extends numerous skills by acting as a helper in the family
To develop varied abilities related both to homemaking and to possible employment	Practices housekeeping skills: cleaning up after eating; washing and putting away dishes; using vacuum or broom; dusting, polishing; making beds; cleaning refrigerator, cupboards, drawers; caring for own room
	Develops skills of washing, ironing, folding, putting away linen, putting clothing on hangers
	Knows the various aspects of meal preparation and serving: menu planning, shopping for groceries, cooking simple meals, setting table, serving food
	Extends skills of caring for clothing to doing simple mending, sewing on buttons; making simple objects, such as dish towels, pillow slips
	Develops yard care skills: weeding, cutting lawn, sweeping walks, trimming

F. Developing Vocational Abilities

The prevocational training program for TMR youngsters has grown out of the need for these young people to have some preparation in vocational training activities prior to their entering supervised employment. This training utilizes all other aspects of the TMR program and helps pupils to be more aware of the kinds of skills that they will need as they enter a sheltered workshop. The fact that they must complete any task undertaken challenges them to greater effort. The occupational training program should be sufficiently demanding upon them so that they will strive to bring all of their previous training into focus.

Prevocational training is not, in and of itself, an ultimate goal; rather it is an approach to further understanding by the TMR youngster of what he will be doing when he leaves the school.

As prevocational experiences enable TMR youth to bring richer backgrounds to the workshop, better and more sophisticated programs will evolve; for as pupils improve and progress in occupational training, the workshops can establish higher goals and prepare the TMR youngster for a less dependent life.

Objectives	Illustrative Behaviors
To build a background of attitudes, skills, and abilities leading to occupational experiences	Exhibits punctuality, dependability, self-confidence, pride of accomplishment; listens to and follows directions; completes tasks
	Works well in small groups and on teams; assists others to learn work routines
	Cares for assigned tools and materials; identifies and uses simple hand tools
	Recognizes and compares objects; works with scissors, buttons, zippers; prepares work for display
To develop acquaintance with occupational tasks	Participates in a range of experiences commonly found in a sheltered workshop, such as matching, identifying, sorting by size or color; distributing mixed hardware in muffin tins; assembling of simple objects; putting lids of various types on bottles, jars, cans; stuffing plastic bags; counting various objects

Objectives	Illustrative Behaviors
To develop acquaintance with occupational tasks--continued	Does collating, stapling, folding, weighing; stamps envelopes; stamps books; uses a heat sealer to prepare materials for shipping
To develop acquaintance with an occupational environment	Has numerous experiences in a school shop, as available, doing measuring, wood finishing: sanding, staining, polishing; participates in assembly-line projects in a shop; in some cases, uses tools to make a simple project, such as a shoeshine box or a name plate
	Visits a sheltered workshop; through home cooperation and participation, sees several situations so that parents may be acquainted with later placement
	Participates in a work experience program by using opportunities to perform household tasks in homes of others, do yard work, care for a garden, etc.

APPENDIX

LEGAL PROVISIONS
Concerning Curriculum Development and Adoption of a Course of Study for the Mentally Retarded

Section 160 is added to the *Education Code*, to read:

The Superintendent of Public Instruction shall recommend, and the State Board of Education shall adopt by September 1, 1967, general guidelines for use by school districts and county superintendents of schools in the development of curriculum and the adoption of courses of study for the special instruction of mentally retarded minors enrolled in public schools as defined by Sections 6902 and 6903 of this code. The Superintendent of Public Instruction is authorized to employ on a part-time basis curriculum specialists to assist in the development of such guidelines.

Section 7551.1 is added to said code, to read:

The governing board of any school district with more than 8,000 pupils in average daily attendance shall prescribe and enforce in the schools a course of study for mentally retarded pupils as defined by Sections 6902 and 6903 of this code.

Section 7554 is added to said code, to read:

Each county board of education shall prescribe and enforce a county course of study for mentally retarded pupils as defined in Sections 6902 and 6903 of this code. Such county course of study shall be used in special education programs for mentally retarded pupils conducted by the county superintendent of schools and in school districts with an average daily attendance of 8,000 or less.

The county superintendent of schools of a county with more than 10,000 pupils in average daily attendance shall employ at least one full-time certificated person to coordinate activities involved in the preparation, adoption, revision, use and enforcement of a course of study for mentally retarded pupils in special schools and classes conducted by the county superintendent and by school districts in which the county course of study is required to be used. The minimum professional requirement for employment in such position shall be the holding of a regular teaching credential with authorization to teach the mentally retarded.

A county board of education of a county with 10,000 or less pupils in average daily attendance or the governing board of any school district with an average daily attendance of more than 8,000 may cooperate with a county superintendent of schools of 10,000 or more pupils in average daily attendance in the development of a course of study for mentally retarded pupils educated by them.

Section 18206 of said code is amended to read:

No allowance shall be made under Article 12 (commencing with Section 18152), or under this article for the education of mentally retarded minors in special schools and classes which do not comply with standards established by the State Board of Education; and beginning with the 1967-68 school year such allowances shall not be made to any school district or county superintendent of schools not in compliance with the provisions of Sections 7551.1 and 7554 relating to the adoption and enforcement of a course of study for mentally retarded minors.

SUGGESTED FURNITURE AND EQUIPMENT LIST

CLASSROOMS FOR TRAINABLE MENTALLY RETARDED MINORS IN THE PUBLIC SCHOOLS OF CALIFORNIA

Item	TMR Children C.A. 5 to 11 (Approx.) Maximum Number in Classroom -- 12		TMR Children C.A. 12 to 16 (Approx.) Maximum Number in Classroom -- 12		TMR Children C.A. 16 to 21 (Approx.) Maximum Number in Classroom -- 12	
	Item Suggested	Number Suggested	Item Suggested	Number Suggested	Item Suggested	Number Suggested
1. Aquarium, 15 gallon, with circulating pump	X	1	X	1		
2. Auto harp	X	1	X	1	X	1
3. Balls (all sizes)	X		X		X	
4. Bean bags	X		X		X	
5. Bed, single, with box springs and mattress			X	1	X	1
6. Bench, work, 2-place, with vises and storage area (optional in lieu of item #7)			X	1	X	1
7. Bench, work, 4-place, with vises and storage area (optional in lieu of item #6)					X	1
8. Blocks, building, set, hollow, large, and storing cart	X	1				
9. Board, ironing, portable			X	1	X	1
10. Cabinet, filing, 4-drawer, with lock, legal	X	1	X	1	X	1
11. Cabinet, tool, wall-type (optional in lieu of #44)			X	1	X	1
12. Cage, pet	X	1	X	1		

Item	TMR Children C.A. 5 to 11 (Approx.) Maximum Number in Classroom -- 12		TMR Children C.A. 12 to 16 (Approx.) Maximum Number in Classroom -- 12		TMR Children C.A. 16 to 21 (Approx.) Maximum Number in Classroom -- 12	
	Item Suggested	Number Suggested	Item Suggested	Number Suggested	Item Suggested	Number Suggested
13. Chair, occasional					X	1
14. Chair, small size, rocking	X	1				
15. Chair, teacher's	X	1	X	1	X	1
16. Chair, teacher's side	X	2	X	2	X	2
17. Chairs, adult size, rocking	X	1	X	1	X	1
18. Chairs, pupil	X	12	X	12	X	12
19. Cots, resting, stack type, with plastic covers	X					
20. Cutter, paper, safety, 18"	X	1	X	1	X	1
21. Divan, upholstered			X	1	X	1
22. Dividers, room, movable	X	3	X	3		
23. Dresser, single			X	1	X	1
24. Dryer, automatic, electric			X	1	X	1
25. Easels, large, double	X	2	X	2	X	1
26. Educational furniture, set	X	1				
27. Flannel board, large	X	1	X	1		
28. Grooming supplies -- nail clipper, curlers, etc.			X		X	
29. Hair dryer			X	1	X	1
30. Hamper, clothes			X	1	X	1
31. Instruments, set, rhythm band	X	1	X	1	X	1
32. Iron, steam			X	1	X	1
33. Jigs			X		X	
34. Lamp, table			X	1	X	1
35. Listening post	X	1	X	1	X	1
36. Mats, floor (resting, tumbling)	X		X		X	
37. Mirror, large wall, beveled edges	X		X		X	

Item	TMR Children C.A. 5 to 11 (Approx.) Maximum Number in Classroom -- 12		TMR Children C.A. 12 to 16 (Approx.) Maximum Number in Classroom -- 12		TMR Children C.A. 16 to 21 (Approx.) Maximum Number in Classroom -- 12	
	Item Suggested	Number Suggested	Item Suggested	Number Suggested	Item Suggested	Number Suggested
38. Mixer, food					X	1
39. Organ, electric, small	X	1	X	1	X	1
40. Piano	X	1	X	1	X	1
41. Playhouse furniture	X					
42. Projector, combination slide-filmstrip	X	1	X	1	X	1
43. Punch, three-hole, adjustable	X	1	X	1	X	1
44. Rack, tool, wall type (optional in lieu of #11)			X	1	X	1
45. Record player, radio combination, 3-speed, with earphone jack	X	1	X	1	X	1
46. Refrigerator, regular			X	1	X	1
47. Rocking boat	X	1				
48. Rug, living room	X	1	X	1	X	1
49. Rug, throw			X	1	X	1
50. Scale, bathroom					X	1
51. Screen, wall type	X	1	X	1	X	1
52. Shoeshine kits			X		X	
53. Sleeping bags			X	1	X	1
54. Stand, butcher paper, with tearing guides	X	1	X	1	X	1
55. Stand chart	X	1	X	1		
56. Stapler	X	1	X	1	X	1
57. Stove, gas or electric			X	1	X	1
58. Table, bedside			X	1	X	1
59. Table, coffee			X	1	X	1
60. Table, cooking			X	1	X	1

Item	TMR Children C.A. 5 to 11 (Approx.) Maximum Number in Classroom -- 12		TMR Children C.A. 12 to 16 (Approx.) Maximum Number in Classroom -- 12		TMR Children C.A. 16 to 21 (Approx.) Maximum Number in Classroom -- 12	
	Item Suggested	Number Suggested	Item Suggested	Number Suggested	Item Suggested	Number Suggested
61. Table, dining, with 8 chairs (with extra leaves)			X	1	X	1
62. Table, end					X	1
63. Tables, pupil stations	X		X		X	
64. Tables, work, stain resistant top	X		X		X	
65. Tape recorder	X	1	X	1	X	1
66. Telephone training set, dial (teletrainer)			X	1	X	1
67. Television set	X		X		X	
68. Toaster, electric, automatic			X		X	
69. Tools, set, gardening, hand (hand mower, edgers, rakes, clippers, trimmers, etc.)			X	1	X	1
70. Toys, wooden, wheel type (sturdy)	X	1				
71. Traffic signs	X	1				
72. Training wheels, set (for bicycle)			X	1	X	2
73. Tricycle, heavy duty	X	2				
74. Vacuum cleaner, tank model			X	1	X	1
75. Wagon, heavy duty steel, large (34" x 16" body), oversized solid rubber tires	X	2				
76. Washer, automatic, electric			X	1	X	1
77. Wheelbarrow, heavy duty, steel body			X	1	X	1
78. Wheelbarrow, medium, steel body			X	1	X	1

1. Special educational planning is necessary for classes having a wide age range. Items of furniture and equipment which most adequately meet the needs of the local program should be selected from the total list. Areas for home living experience should be provided all children age 12 or older.

Suggested items for home living areas:

a. **Kitchen Area**

stove	toaster	electric can opener
refrigerator	mixer	iron (steam)
cooking table/ counter	cooking ware	ironing board
popcorn popper	cannister set	dishware and silverware
ice-cream freezer	dryer	utensils
		washer

b. **Dining Area (Dining Room Set)**

table, extra leaves	chairs, 8
table linens	buffet

c. **Living Room Area**

divan	lamp	coffee table
occasional chair	end table	rug
television set		

d. **Bedroom Area**

single bed, springs, mattress	dresser	lamp
linens, blankets	bedside table	throw rug

e. **Bathroom and Grooming Center**

toilet facilities	medicine cabinet	bath tub with shower
large wash basin	large mirror	small storage cabinet

2. Certain aspects of the educational program must be incorporated in the cost of site development: for example, gardening area, hard surface area, lawn area, tan bark or sand pit area, fixed playground equipment, steps, walkways, and platforms. Outside drinking facilities and hydrants should be included in the basic plan for the building under general construction.

a. **Gardening Area**

water lines	tool rack
hose or sprinklers	garden cart
walkways between plots	gardening tools and supplies

b. **Car Wash Area**

Black-top (well draining area for car)	Cabinets to hold:
hoses	rubber boots
	cleaning supplies
	vacuum
	chamois
	buckets
	sponges

c. **Animal Yard**

automatic watering dish	hutches
fixtures	storage area for feed and supplies
fenced-in area	
animal shelter in yards	

d. **Playground Area**

balance board	jungle gym
swing	picnic and/or work tables
slide	bowling pins and bowl
tether pole and ball	sand box and toys
objects to crawl up, down, over, under, inside	black-top surface for rolling toys
training steps	

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